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Message from Secretary Rod Paige

It is my pleasure to release this plan for “One-ED,” a new way of doing business. One-ED builds upon the *President’s Management Agenda* and the Department’s *Strategic Plan, Blueprint for Management Excellence* and *Culture of Accountability Report*. Collectively, these documents clearly articulate management goals and desired education results to focus on citizens who are beneficiaries of successful education programs. In addition, these road maps include important action steps we must take to improve our financial integrity, service delivery and culture.

At the heart of our transformation to One-ED are five core values: professionalism, results-oriented, integrity, development and education. (See One-ED Core Values – Tab 1.) Living these values means remembering that improving education for all Americans is at the heart of all we do. We designed One-ED to help achieve important education results and improve how we achieve these results.

One-ED facilitates professionalism, integrity and growth by requiring expectation setting and training that allows us to perform our work with the greatest quality. It demands aligning our performance management systems to ensure we meet expectations and reward high performance. One-ED also provides for forums where our management teams can communicate openly and work together to solve organizational challenges.

One-ED allows us to demonstrate our commitment to providing the high quality service necessary to help our education partners achieve significant results. It includes a Strategic Investment Process designed to enable us to systematically examine all the functions we perform, while making any changes needed to ensure that we provide services to each other, our partners and the public with quality, timeliness and best value.

This transformation process will challenge us to examine and improve the composition and skills of our workforce, our work processes and our management structure. All Department employees must share responsibility for implementing this plan. We will seek employee participation and welcome suggestions to improve our work processes and culture.

I look forward to working with our employees and partners as we make the changes necessary to transform to One-ED. I believe One-ED will mean that we can provide even greater education leadership and exert greater impact towards realizing our goals of improving academic achievement, teacher excellence and safe schools and communities.

Rod Paige

Background

The Department of Education's (Department) mission is to provide access to and excellence in education throughout the nation. To accomplish this mission, the Department partners with states, schools, communities, institutions of higher education and financial institutions -- and through them with students, teachers, families, administrators and employers. Core agency business functions include:

- Leadership in education;
- Grants to support state and local reforms to strengthen teaching and learning and prepare students for citizenship, employment in a changing economy, and lifelong learning;
- Student loans and grants to help pay postsecondary education costs;
- Grants for literacy, employment, and self-sufficiency training for adults;
- Monitoring and enforcement of civil rights for federal education funds recipients; and
- Support for statistics, research, development, evaluation, and dissemination of information to improve educational quality and effectiveness.

The Department articulates its priorities in its *Strategic Plan*, which provides a framework for implementing programs and initiatives to support the goals of the *No Child Left Behind* legislation, and strengthening financial management and fiscal integrity as emphasized by the Department's *Blueprint for Management Excellence*. The *Strategic Plan*, the Department's *Culture of Accountability Report*, and the attached One-ED plan provide additional critical steps to implement the *President's Management Agenda*.

To support these activities, the Department administers a budget of approximately \$54 billion, of which \$1.2 billion is for administrative expenses. In addition, the Department is organized into 18 principal offices generally headed by political appointees, and staffed by approximately 4,800 employees, of which 4,300 are full-time permanent staff.

Despite dramatic program funding increases, the FY 2001 staffing level of 4,747 full-time equivalents (FTEs) is nearly 40 percent below the 7,528 FTE present when Congress created the Department in 1980. In addition, about 34 percent of current career staff, including half of all current supervisors, are eligible to retire during the next five years. Thus far, the Department has managed its workload by automating and streamlining functions, implementing management improvements and utilizing contractor support to augment its workforce (the Department uses about 1.6 contractor staff for every employee).

While these paragraphs provide Departmental background, they also present the "current state" from which the Department began to address its human capital, competitive sourcing, and restructuring challenges. From these challenges a vision for the "future state" of "One-ED" was conceived. The pages that follow describe how One-ED allows the Department to meet its challenges while improving the service it provides to American citizens.



One-ED: A New Way of Doing Business



One-ED is designed to break down communication and cooperation barriers between organizations that result from organizational silos and promote operating efficiency and effectiveness. One-ED provides a foundation for the Department's values and culture of accountability. One-ED also provides a new way of doing business that represents the culmination of a series of changes that will transform the Department into a flexible, high-performing, high-integrity workplace focused on program outcomes and management reform. The Department's *Strategic Plan*, meanwhile, focuses on *No Child Left Behind*, and within Goal No. 6 focuses specifically on implementing the *President's Management Agenda* and the Department's *Blueprint for Management Excellence*. Furthermore, One-ED provides an integrated, five-year human capital, strategic sourcing and restructuring plan that builds on the Department's *Culture of Accountability Report* and echoes the *Strategic Plan* themes by focusing on "No Employee Left Behind" and providing employee learning and achievement opportunities.

Goals for "No Employee Left Behind"

- Create a culture of organizational achievement
- Improve employee performance and accountability
- Develop a safe work environment with strong values
- Transform the Department to become more citizen-centered and results-oriented
- Enhance the quality of the Department's performance through best practices and competition
- Establish leadership excellence

Some One-ED changes involve employees learning new skills so that staff can help the Department's partners achieve key education outcomes. Creating One-ED also means making organization structure changes to coordinate policymaking and avoid duplication. One-ED clients and partners will find knowledgeable people arrayed in a structure that is easy to access and navigate.

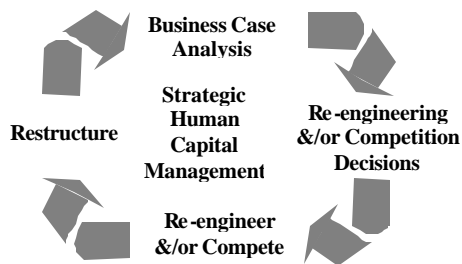
Moving to One-ED also involves re-engineering work processes – i.e., changing how Department staff performs its work by reducing paperwork, introducing technology and/or removing unnecessary steps. To improve efficiency and effectiveness, employees will learn how to compete for work. In some cases, through competitions and cost comparisons, the Department may find it less costly to provide high quality services by contracting with private sector organizations. In such cases, re-training and restructuring may become necessary.

The Three R's of One-ED

- Re-training
- Re-engineering
- Re-structuring



Building One-ED through Strategic Investments



At One-ED's core is a model linking human capital management, competitive sourcing and restructuring. Human capital management is central to the Department's transformation. Simply put, "human capital" means people, and the strategic management of human capital means investing in employees to meet strategic objectives. The Department has identified strategies to improve human capital management based on U.S. Office of Personnel Management (OPM)

guidance. This guidance calls for aligning personnel systems and policies to support agency outcomes, promoting a culture of learning and performance, anticipating and addressing critical skills gaps, and building leadership now and for the future.

In addition, to support strategic human capital management, the Department developed a Strategic Investment Process. This process involves using an analytic tool to conduct business case analyses to review functions the Department performs. The analyses will lead to a decision to continue to perform the work internally or compete it to obtain the best value, either by employees or external vendors. Regardless, the process leads to re-engineering work processes and once completed, examining the organizational functions structure to determine whether the people and functions are optimally aligned.

The Department will apply the Strategic Investment Process to all work functions on a three-year cycle. Strategic Human Capital Management is ongoing, and One-ED calls for monitoring all activities quarterly with an annual review and update of the overall direction. Responsibility for monitoring One-ED falls to the Department's Executive Management Team. However, full responsibility for the content and execution of One-ED rests with the Department's Senior Leadership Team.

What can educators and learners of all ages expect from One -ED?

- Leadership in education
- Coordinated policymaking
- Access to information
- Current, sound research
- Program requirements that make sense



Strategic Investments in Human Capital

Four critical factors for success:

- Top Leadership Commitment
- Improving Performance Management
- Workforce Skills
- Leadership & Succession Planning

To develop One-ED, the Department reviewed recent employee surveys, workforce analysis data and the Department's *Culture of Accountability Report*. In addition, the Department surveyed supervisors about their training and work experiences, and interviewed assistant secretaries regarding challenges to accomplishing education goals. The Department uncovered significant challenges and opportunities for success in the four critical areas shown in the box to the left. The Department is recommending a number

of actions to improve these areas immediately as described below. Other actions are included in the One-ED Action Plan. (See One-ED Action Plan – Tab 2.)

Top Leadership Commitment

The Department found that its senior leaders do not emphasize management improvement in a manner that balances with their emphasis on program improvement. For example, senior leadership meetings or retreats rarely include agenda items focusing on management challenges or building a culture of accountability. As a result, the secretary will:

- Weekly review progress on building One-ED at each senior leadership team meeting.
- Quarterly review progress towards implementing One-ED with the senior leadership team. Reviews will consist of active dialogues with behaviors focused on problem-solving, not blame. Similar reviews will occur between management teams from the principal offices. The Department has developed human capital management metrics for inclusion as part of the quarterly reviews. (See the Strategic Human Capital Management Tools – Tab 4 for a sample Human Capital Scorecard.)
- Yearly assess and update One-ED.
- Communicate Department values to all employees, along with desired outcomes and One-ED impacts, including building a culture of accountability. (See the One-ED Communication Plan – Tab 3.) Additionally, the Department will communicate desired manager and employee behaviors, including recognition of training, recruitment and performance management as “investment activities” rather than as activities that interrupt “real work.”



Improving Performance Management

In the Department's most recent employee survey, only 55 percent of employees agreed that high performers receive awards, and only 49 percent responded favorably to the statement that supervisors provide fair and accurate employee performance ratings. In addition, assistant secretaries and their senior staff expressed frustrations about the hiring process. They indicated a lack of understanding among managers, employees and human resources service providers about federal personnel rules and varying roles and responsibilities. As a result, the Department will:

- Continue its efforts to align current performance agreements with the *Strategic Plan*.
- Implement a new five-tier performance appraisal system, and evaluate this system to determine whether more useful appraisals are being made. (See the Five-Tier Performance Appraisal System – Tab 5.)
- Require awards to align with *Strategic Plan* accomplishments.
- Create and use organization scorecards to assess organization performance and link them to individual performance and *Strategic Plan* accomplishment.
- Publicize human capital management roles and human resources service provider, manager, and employee responsibilities. Speed hiring by expanding the capacity of EdHires for outside Department applicants. Re-engineer human resources processes to improve efficiency and effectiveness. (See the Strategic Human Capital Management Tools – Tab 6 for the Human Capital Management & Accountability Model.)

The Department must develop a system of performance appraisal and feedback that rewards excellence and effectively addresses poor performance and misconduct.

~Culture of Accountability Report



Workforce Skills

Many employees need to improve their proficiency in using technology, writing and analyzing data. Due to competing workload priorities, many find it difficult to maintain current knowledge of effective learning and teaching practices and, because of workload, they lack time to keep up with current research. Many employees who do not routinely focus on administrative matters lose time researching basic work processes such as applying for travel authorizations or preparing a statement of work. The Department plans to implement a number of actions designed to ensure that it employs a more systematic approach to providing employee training. The Department will:

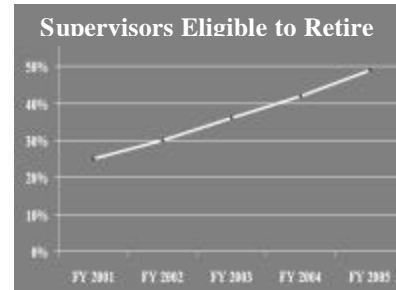
- Mandate for all employees Individualized Development Plans that are linked to the performance appraisal process. Support this effort by providing training to employees and supervisors. Emphasize improvement of competencies through a mix of formal training, rotational assignments, and/or use of mentors or coaches. (See the Strategic Human Capital Management Tools – Tab 7 for a copy of an Individualized Development Plan.)
- Implement “learning tracks” to identify required skills and related technical development training courses for employees in certain job series. (See the Strategic Human Capital Management Tools – Tab 8 for more information on the Department’s Learning Tracks.)
- Implement professional development learning tracks for all employees in business and communication.
- Implement training in high-risk areas identified by the *Blueprint for Management Excellence*, including ethics and contract management.
- Further develop competencies for core business lines.
- Form a team of employees to develop statements of work (SOWs) using knowledge management to help record and transfer knowledge between current and future employees so that work is conducted more effectively. There are many different definitions and forms of knowledge management, but the Department believes it can best achieve progress toward One-ED by developing information management systems or using the Web to achieve the following objectives:
 - inventory employee skills, degrees and certifications to better target internal recruitments for vacancies or short-term assignments requiring certain skills or knowledge;
 - establish "communities of practice" to allow employees in similar jobs to share information;
 - help employees, especially new ones, to quickly access answers to questions about how to perform certain routine administrative tasks, such as preparing travel documents, time and attendance documents, statements of work and so forth; and
 - build on any established "what works" clearinghouses to help education practitioners identify successful learning and teaching approaches.

Where possible, formal training will be augmented by making knowledge available through technology, rotational assignments, mentoring or other innovative technologies.



Leadership and Succession Planning

While approximately half of the Department's supervisors will be eligible to retire by 2005, the Department currently does not have a succession plan. Supervisors, meanwhile, indicate they need training to manage performance more effectively and the time to focus on "investment activities" such as strategic thinking, coaching and mentoring employees or professional development.

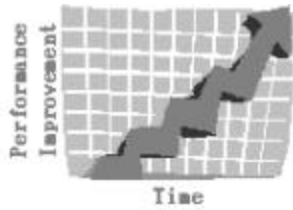


The Department has identified a model for identifying, mentoring and developing leaders and high-potential leaders based on performance and skills. (See the Strategic Human Capital Management Tools – Tab 9 for more information on the Leadership and Succession Planning Model.) The Department will:

- Implement the leadership and succession-planning model by the end of the 2002-03 performance appraisal cycle.
- Continue to provide performance management training to supervisors, with a special focus on new supervisors. Implement the leader and manager-development learning tracks.
- Use retreats, management meetings and seminars to help managers work together on common issues and build a feeling of "One-ED" among the leadership team.
- Create partnerships between human resources service providers and management teams to monitor retirement eligibility of key leaders and identify potential sources for recruiting people with critical, hard-to-find skills.



Strategic Sourcing



The Federal Activities Inventory Reform Act of 1998 requires agencies to clarify every employee's activities. This assists agencies to fulfill their longstanding obligation to competitively determine whether or not agency employees should perform certain activities. The activities subject to competitive determinations have two characteristics in common. First, the activities already exist in the private sector. Second, the activities are not so closely tied to the public interest that only federal employees can perform them. Department employees have had difficulty in fulfilling this annual requirement due to a lack of an understanding about the OMB government-wide listing of activities, and because employees who fulfill multiple roles have not been asked to focus on their primary strategic activities.

To obtain a more useful and accurate activity inventory, the Department developed generic definitions for every activity performed (as employees and contractors) and asked every organization to designate the activity that represents the largest portion of each employee's responsibilities. The Department determined that every employee activity has an equivalent in the private sector. The Department further discovered that of the more than 125 activities performed, only 15 of them represent 61 percent of all employees. This has important implications toward the Department's improvement efforts because it means that employees need to be competitive with the private-sector activities in order for citizens to receive the best value for services provided.

The Department also found, through some preliminary attempts to meet the President's Management Agenda goal for competitive sourcing, that many employees and their organizational units have difficulty identifying: their individual or work unit's primary outputs; how they relate to a 'business' function for the organization; the results they produce for which they are accountable; and the cost of investing in those resources. Many units lack either a methodology or necessary skills to implement a methodology to determine answers to these questions.

We can no longer measure our performance only by individualized definitions of our daily activities. Employees must fully understand the:

- quantifiable performance measures for the function of which they are a part;
- relationship of the function to the Department's Strategic Plan;
- results for which their unit is responsible and accountable;
- capability of their unit to produce those results; and
- costs associated with performing the functions.



The Strategic Investment Process

It is critical that the Department can quantify and measure its work to demonstrate that the employees work competitively and can provide the best value to its constituencies. To do this, the Department has developed a Strategic Investment Process that requires it to analyze all business functions (including those functions or activities currently contracted out or operated under an inter-agency agreement) to determine the most efficient way to perform the function. The Strategic Investment Process is a three-step process:

- Identify the business function
- Analyze the business function using the Business Case Analysis tool
- Decide whether to re-engineer and/or competitively source the business function



In order for the Strategic Investment Process to succeed, everyone will need to participate fully in the process.

- **Assistant secretaries** will take the lead in ensuring that staff accomplish the business function analyses.
- **Employees** will assume responsibility for identifying efficiencies and inefficiencies within the business functions, and for providing knowledge about processes used to perform the business functions.
- The **Executive Management Team** will oversee the process and make the ultimate determination about the most efficient manner to perform a given function and monitor performance.
- The **Strategic Investment Office**, a new work unit, will work with employees to analyze business functions for which they are responsible and assist the Executive Management Team in determining the most efficient manner to perform a particular function.



Making the Business Case

To fulfill the need to provide employees a methodology to analyze and quantify their work activities, the Department will use a business case template to analyze each business function. The business case template is designed to:

- Identify the business function and internal and external impacts related to the Department's mission and strategic plan;
- Identify metrics used to evaluate the business function and associated costs;
- Explore consequences and risks associated with performing the function internally and externally;
- Conduct a workforce analysis by examining key workforce data such as number of employees in specific key job series, retirement eligibility of employees and supervisory ratios;
- Identify workforce planning requirements by examining strategies for identifying and addressing critical skills and skills gaps associated with performing the business function; and
- Determine any consequences of not performing the business function.

This process will be applied continuously for all functions and business processes across the Department and provide the basis for reengineering and any restructuring.

The Department will use this information to determine the most efficient method to perform the function, including whether or not competition would provide performance improvement. (See the Strategic Sourcing Tools – Tab 11 for a copy of the Business Case Template and Instructions.)



Making the Best Value Decision

Once the Department makes a decision regarding the most efficient manner to reengineer and improve each function's performance, the Strategic Investment Office will work with:

- **Organizations** to re-engineer/restructure any business functions not operating at peak efficiency.
- **Employees** to develop proposals in situations where the business function is identified as a competitive sourcing opportunity.
- The **Contracts and Purchasing Office** to oversee the competitive sourcing opportunities identified as a result of the Strategic Investment Process.
- The **Deputy Secretary** to hear any appeals resulting from the competitive sourcing process.

To improve the Department's ability to link performance and costs, it will be essential for the Department to invest in and institute the necessary capacity to perform activity-based costing.

The Department has developed a competitive sourcing methodology consistent with the guidance of OMB Circular A-76 to be used as a reference tool during the process to determine the most competitive solution between industry and Education employees. (See the Strategic Sourcing Tools – Tab 12 for a copy of the Competitive Sourcing Methodology.) This guide also includes a streamlined competition process for use as a pilot, using best value as the decision mechanism for initial competitions.

Mirroring the regular sourcing decisions of the private sector, the competitive sourcing initiative strives to focus the federal government on its core mission – delivering high-quality services to its citizens at the lowest possible cost.

~Angela Styles, Office of Management & Budget



Sequence of the Strategic Investment Process

The Department believes that an appropriate organization structure consists of much more than its architecture. It consists of aligning programs with the strategic plan; ensuring the people have the skills to perform necessary activities; providing systems that support people and programs; and accomplishing this in a way that creates the best value for the taxpayer. The Department's structure will evolve from the Strategic Investment Process previously described.

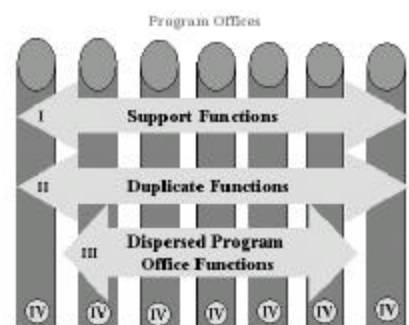
The Department's current structure is relatively flat. Most offices consist of three layers from the Assistant Secretary to the front-line worker. The Department's average span of control or supervisory ratio is one to eight. However, there is no "one-size-fits-all" – the number of supervisors and/or organizational layers depends on such things as the type of work being done and the level of employees performing the work. To assist in determining an optimum number of supervisors and organizational layers, the Department plans to begin collecting data and identifying supervisory ratios trends by job series and/or organization, as appropriate. Also, as part of the Strategic Investment Process, the Department will analyze work processes, systems and delegations of authority, which play a critical role in improving performance.

The Department implemented approximately 106 reorganizations from 1994 to 2001. Few of them involved reengineering or analyses of business processes. Some re-organizations were implemented for the sole purpose of complying with the reinventing government mandates for de-layering and increasing the span of control.

By using the Strategic Investment Process, the Department intends to implement a strategic, systematic approach to determine an optimal organizational structure. This process may extend well beyond the *President's Management Agenda* requirements, particularly in the competitive sourcing area. The Department will implement the Strategic Investment Process in four phases, which will affect all program offices. (See the Strategic Sourcing Tool – Tab 13 for a list of the Department's Activities Inventory by Phase.)

One way to illustrate how the Strategic Investment Process is sequenced is to portray the current stovepipes in the Department and overlay the four phases of the Strategic Investment Process. Phase I will address specific support functions affecting all organizations. Phase II will examine duplicate functions performed by the Department, Federal Student Aid (FSA), and the Executive Offices. Phase III will address the entire grants process and FSA program reviews. Phase IV will examine all other Department offices and functions, including activities the regions perform.

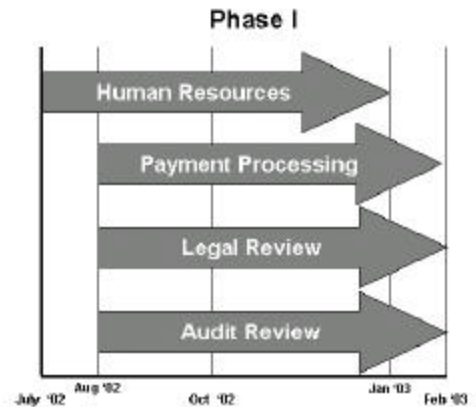
Sequence of the Strategic Investment Process



First Cycle of the Strategic Investment Process

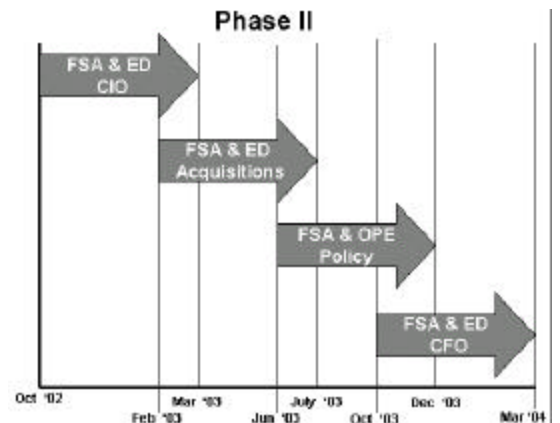
Phase I – Support Functions

The Department will begin the first phase in July 2002 and plans to complete it by February 2003. During this phase the Department will examine human resources, payment processing, legal review and audit review support functions. Approximately 300 staff currently perform these functions. Since these functions affect the overall Department, any improvements resulting from the strategic investment process will positively impact the entire Department. Phase I also represents a portion of the pool of activities the Department plans to compete in FY 2003.



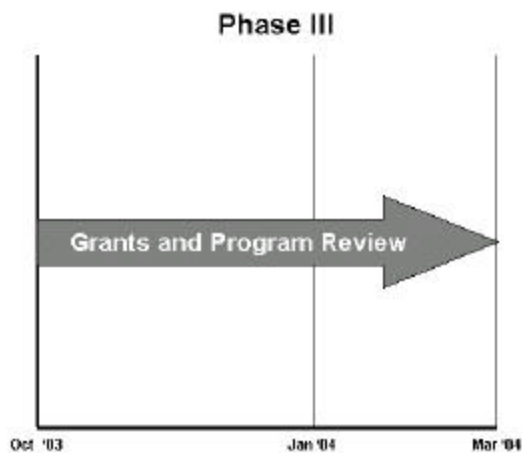
Phase II – Duplicate Functions

The second phase will begin in October 2002 and will be completed by March 2004. This phase will examine duplicate functions performed by both central Department support organizations and FSA. These functions include information technology, acquisitions, postsecondary education policy and financial management. The Department will also address Executive Offices' functions during this phase. Approximately 750 staff currently perform these functions. Phase II also includes a portion of the pool of activities the Department plans to compete in FY 2003.



Phase III – Dispersed Program Office Functions

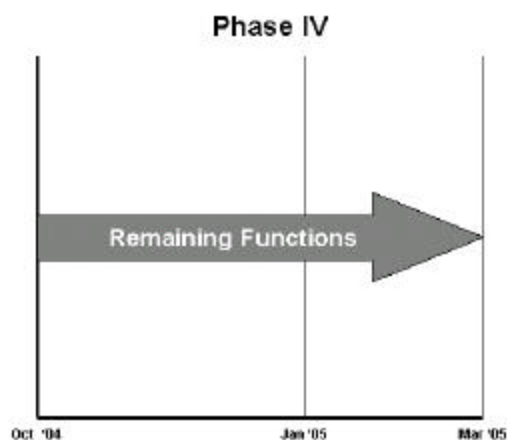
The third phase is to begin in October 2003 and will be completed by March 2004. This phase will address the grants process including grant application, peer reviews, grant award, grant monitoring, technical assistance, evaluation, and program reviews of postsecondary education institutions. Any proposed changes in these areas will be benchmarked with the National Science Foundation, which is in the process of testing an automated grants application process to improve their ability to award grants in a timely way. The Department will strive to achieve this kind of success as well. Approximately 900 staff currently perform these functions.



During the mid 1990s, the grants process was decentralized. There were several overarching goals of the decentralization of the grants process. While some of these goals have been achieved, challenges still remain. Additionally, grants policy activities are currently fragmented, and we will examine a coordinated/cross-cutting activity to ensure a “One ED” approach to program policy.

Phase IV – Other Program Office Functions

The fourth phase will begin in October 2004 and will be completed by March 2005. Program office functions will be addressed during this phase, specifically, debt collection and direct loan client account manager activities in FSA, library functions and media information services in the Office of Educational Research and Improvement, enforcement functions in the Office for Civil Rights, and the other functions within the grants program offices. Currently, there is no coordinated use of evaluation funds in the Department. This issue will be examined as part of Phase IV, as well as activities performed in the regions and the appropriate structure for those activities.



Measuring Progress of One-ED

One of the most challenging questions to be addressed during this effort is, “How will the Department know if it is moving closer to fulfilling the goals of One-ED?” This report has discussed critical performance measures to be tracked by the Department’s most senior officials. It is expected that other tiers of the Department’s management team will provide additional review. In particular, as a key management initiative, responsibility for monitoring and guiding the progress of One-ED will rest with the Deputy Secretary and the Executive Management Team that he chairs.

The Department will measure progress using a variety of tools and information. Through the Strategic Investment Process, the Department will collect data about various function costs along with metrics related to productivity, cycle times and customer satisfaction. The process calls for collection of both “current state” and “future state” metrics to allow for quantifying both savings and improvements.

In some cases, baseline data is difficult to determine. For example, no system currently exists so that anyone can efficiently track hiring actions or calculate average-hiring cycles either Department-wide or in principal offices. The five-year action plan provides for developing such a system. Ensuring that this system and others like it are installed is an important step toward achieving progress toward One-ED.

The Department also needs to invest in efforts to measure and improve customer satisfaction, both internally and externally. One One-ED objective is to streamline processes so they provide more timely service in a user-friendly way. As processes are re-engineered, streamlining will be taken into account and service standards will be established along with ways to measure whether the standards are being met. In the recent past, the Department has used surveys for this purpose. While satisfaction is a good indicator, every effort will be made to augment this information with measures of timeliness and quality.

One data source to be used is the OPM government-wide survey, which will be revised or supplemented as needed to assess culture change and measure improvements in employee perceptions related to understanding how each employee’s activities relate to the Department’s mission; to assess fairness and usefulness of performance appraisal meetings; to determine fairness of awards, promotions and actions targeted toward poor performers; to determine supervisors’ capabilities; and to determine usefulness of training. The Department will compare perceptions gained from the surveys with data currently available but rarely examined by the management team. For example, performance ratings and awards can be analyzed and compared with organizational accomplishments.

Inherent in measuring One-ED progress is annually stepping back and analyzing the action plan and metrics to make sure the “vital few” are measured and truly creating a culture of accountability.



Summary

One-ED is designed to make sure that the Department has the right people in the right place doing the right work in the right way.

The *President's Management Agenda* requires each Department to view its people – its human capital – as a vital investment necessary to accomplish successful program outcomes. It challenges government managers to lean into the future by forecasting how work will change, what skills will be needed to perform work, and how they can prepare for the eventual departure of the most senior and knowledgeable people while maintaining a continuity of high quality services. One-ED includes actions that balance current workforce challenges while preparing for the future. While the overall plan includes a breadth of activities, immediate actions will focus on four critical success factors: providing top leadership support and an infrastructure for managing human capital, improving workforce performance and accountability, closing critical skills gaps and strengthening the Department's leadership, both for now and the future.

The *President's Management Agenda* also challenges leadership to move service delivery as close to customers as possible and introduce competition into the workforce to provide services to the American people at the best value. One-ED integrates the principles of strategic human capital management with a Strategic Investment Process designed for this purpose. The Strategic Investment Process requires the Department to examine and streamline all of its functions and structures to maximize its efficiency and effectiveness as an organization. The business operations approach to building One-ED is geared to simultaneously improving work processes and workforce performance. It builds upon the strategies and measures included in Objective 6.2 of the Department's *Strategic Plan*, and integrates the *President's Management Agenda* goals dealing with human capital, competitive sourcing, and restructuring.

Through a One-ED approach, improving performance and accountability so that “No Employee Is Left Behind” is directly linked to *No Child Left Behind*. One-ED will help sharpen skills and redirect resources to provide better leadership designed to achieve important *Strategic Plan* goals.

